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ABSTRACT

This paper examines the characteristics of the Louisiana Compensatory/Remedial Education Student Profile form and the nature of the compensatory education program evaluation served by the Student Profile. The Student Profile is a one page, triplicate form prepared by the Louisiana State Department of Education for each grade 2 student who failed to attain the minimum score on the State's Grade 2 Basic Skills Tests (BST). Those skills in which the student failed to demonstrate mastery on the BST are marked on the Profile, generating a statement of the student's deficiencies in basic skills. School systems use the Profile to (1) identify learning objectives, (2) document delivery of compensatory/remedial services, and (3) monitor student mastery of basic skills deficiencies. The success of the Profile appears to be due in part to the form's usefulness in communicating the students' basic skills performance information to the school systems at the outset of their programs. A master copy of the State Funded Compensatory Remedial Education Student Profile is included. (PN)

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LOUISIANA COMPENSATORY/REMEDIAL EDUCATION STUDENT PROFILE: DEVELOPMENT AND USE OF AN INDIVIDUALIZED BASIC SKILLS REPORTING SYSTEM

Presented at the
American Educational Research
Association Conference

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by

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The Louisiana Compensatory/Remedial Education Student Profile:
Development and Use of an Individualized Basic Skills Reporting System

This paper examines the characteristics of a form named the Louisiana Compensatory/Remedial Education Student Profile (referred to as the Student Profile) and the nature of the compensatory education program evaluation served by the Student Profile.

Under the Compensatory Education Act of 1980 (R.S. 17:394-400) Louisiana's public school systems must provide compensatory/remedial services to each student who fails to demonstrate minimum competency in language arts and/or mathematics as measured on the State's Basic Skills Tests. The Student Profile is a one page, three-copy NCR form printed on NCR (National Cash Register) paper, that was prepared by the Louisiana State Department of Education for each grade 2 student in Louisiana who failed to attain the minimum score set by the State Board of Elementary and Secondary Education on the State's Grade 2 Basic Skills Test administered statewide for the first time in March, 1982. The Student Profile lists all the minimum skills in language arts and mathematics established by the State for grade 2. The skills in which the student failed to demonstrate mastery on the Grade 2 Basic Skills Test are marked with asterisks on the Student Profile, generating a statement of the student's deficiencies in basic skills.

School systems use the Student Profile to identify the learning objectives for compensatory/remedial instruction that must be provided during school year 1982-83 for each of these grade 2 students who failed to demonstrate mastery in language arts or mathematics. In addition the Student Profile is completed by the school systems to document the delivery of compensatory/remedial services and to monitor

student mastery of basic skills deficiencies. Completed Profiles are submitted to the Department of Education and used to evaluate the State-Funded Compensatory/Remedial Program.

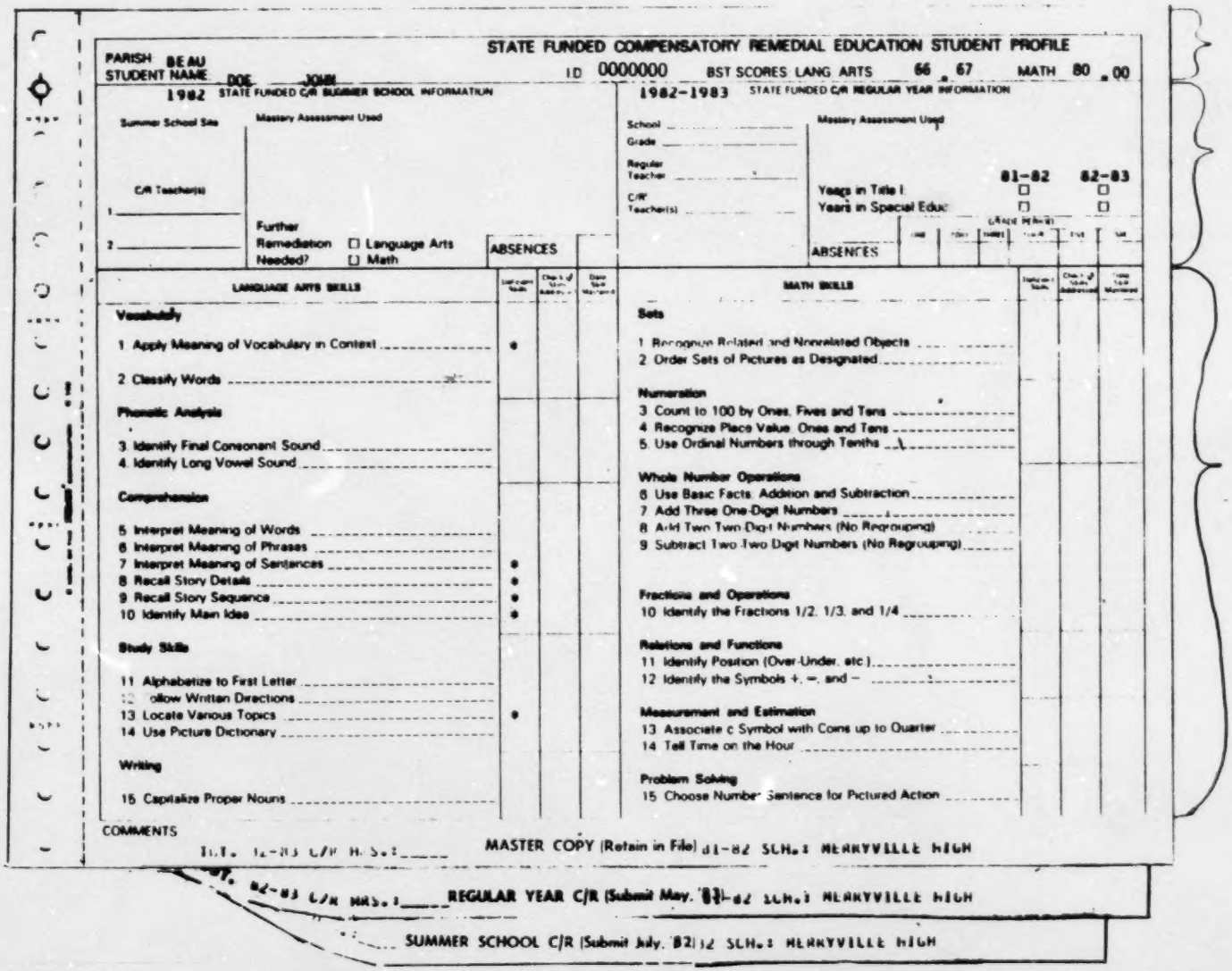
This paper first discusses the characteristics of the Student Profile and the purposes intended to be served by the form. The paper then examines the actual use of the Student Profile and the purposes that have been realized with the form to date.

Student Profile Characteristics

The 8 1/2 by 11 inch Student Profile is pictured in Figure 1 prepared for a hypothetical second grade student named John Doe and ready for distribution to John Doe's school system, Beau Parish. The Student Profile is a three-copy NCR form bound together along the left side by a perforated computer track. The right side computer track was removed following computer printing. The "master copy" (white, front page) is the original and is retained in the student's file at the building level. The "summer school C/R" copy (yellow, back page) was detached and submitted to the Department of Education for each summer school compensatory/remedial student at the close of summer school. The "regular year" C/R copy (pink, middle page) is to be detached and submitted to the Department of Education at the close of the 1982-83 school year for all second graders eligible for compensatory/remedial instruction.

The Student Profile has three basic parts, each of which is described in the following narrative.

Figure 1: LOUISIANA COMPENSATORY/REMEDIAL PROGRAM STUDENT PROFILE



STATE FUNDED COMPENSATORY REMEDIAL EDUCATION STUDENT PROFILE

PARISH BEAU
STUDENT NAME DOE JOHN
ID 0000000 BST SCORES LANG ARTS 66 . 67 MATH 80 . 00

1982 STATE FUNDED C/R SUMMER SCHOOL INFORMATION

Summer School Site
Mastery Assessment Used
C/R Teacher(s)
1
2
Further Remediation Needed? ☐ Language Arts ☐ Math
ABSENCES

1982-1983 STATE FUNDED C/R REGULAR YEAR INFORMATION

School
Grade
Regular Teacher
C/R Teacher(s)
Mastery Assessment Used
Years in Title I 81-82 ☐ 82-83 ☐
Years in Special Educ ☐ ☐
ABSENCES

LANGUAGE ARTS SKILLS

Vocabulary
1 Apply Meaning of Vocabulary in Context •
2 Classify Words

Phonetic Analysis
3 Identify Final Consonant Sound
4 Identify Long Vowel Sound

Comprehension
5 Interpret Meaning of Words
6 Interpret Meaning of Phrases
7 Interpret Meaning of Sentences •
8 Recall Story Details •
9 Recall Story Sequence •
10 Identify Main Idea •

Study Skills
11 Alphabetize to First Letter
12 Follow Written Directions
13 Locate Various Topics •
14 Use Picture Dictionary

Writing
15 Capitalize Proper Nouns

MATH SKILLS

Sets
1 Recognize Related and Nonrelated Objects
2 Order Sets of Pictures as Designated

Numeration
3 Count to 100 by Ones, Fives and Tens
4 Recognize Place Value, Ones and Tens
5 Use Ordinal Numbers through Tenths

Whole Number Operations
6 Use Basic Facts, Addition and Subtraction
7 Add Three One-Digit Numbers
8 Add Two Two-Digit Numbers (No Regrouping)
9 Subtract Two Two-Digit Numbers (No Regrouping)

Fractions and Operations
10 Identify the Fractions 1/2, 1/3, and 1/4

Relations and Functions
11 Identify Position (Over-Under, etc.)
12 Identify the Symbols +, =, and −

Measurement and Estimation
13 Associate ¢ Symbol with Coins up to Quarter
14 Tell Time on the Hour

Problem Solving
15 Choose Number Sentence for Pictured Action

COMMENTS

MASTER COPY (Retain in File) 81-82 SLH.: HENRYVILLE HIGH
82-83 C/R HRS.:____ REGULAR YEAR C/R (Submit May, '83) 81-82 SLH.: HENRYVILLE HIGH
SUMMER SCHOOL C/R (Submit July, '82) 82 SLH.: HENRYVILLE HIGH

Part 1: Student Identifying Information

Part 2: Compensatory/Remedial Program Information

Part 3: Basic Skill Performance Information

Part 1: Student Identifying Information

This information, identifying the student as eligible for the Compensatory/Remedial Program, is printed at the top of the form. Basic Skills Test (BST) scores determine the student's eligibility for compensatory/remedial instruction. School systems must provide 70 hours of instruction in each area (language arts and/or mathematics) in which the student's score is less than 75 percent correct. John Doe is eligible for 70 hours of compensatory/remedial instruction in language arts. Part 1 is printed by the Department of Education for each eligible student prior to distribution to the school system. The forms are pre-slugged with this individual data by the Bureau of Management Information Systems in the Office of Research and Development, using the BST data tape.

Part 2: Compensatory/Remedial Program Information

Program information, located immediately under part 1, identifies the location of and participants in the student's compensatory/remedial instruction, and the extent of the student's participation. Each eligible student receives summer school and/or regular year compensatory/remedial instruction. Summer school information is entered on the left half, and regular year information on the right half, of part 2. The compensatory/remedial teacher provides this information.

Part 3: Basic Skill Performance Information

The bottom part of the Student Profile lists the 15 language arts skills and the 15 mathematics skills tested on the Grade 2 BST. The Student Profile presents a three column field to the left of each skill.

Down the first column, marked "Deficient Skills," the Department of Education identifies with asterisks each skill for which the student correctly answers fewer than three out of the four items measuring the skill on the BST. For John Doe, six of the 15 language arts skills are so marked. These skills, and their prerequisites, are to be taught in the student's compensatory/remedial program. In column two, the compensatory/remedial teacher checks the deficient skills addressed with compensatory remedial instruction, and in column three, the teacher dates these skills as they are mastered by the student.

Intended Purposes

The Student Profile was developed to serve several purposes, some related to program operation and some related to the evaluation of the program. The Bureau of Evaluation designed the instrument to serve program as well as evaluation ends to increase the accuracy of the information reported. Further, local paperwork requirements are reduced by combining program and evaluation functions where possible.

The program purposes served by the Student Profile are listed and discussed first, followed by a discussion of the program evaluation purposes served.

Intended Program Purposes

Purpose 1. Assist local compensatory/remedial program staff to identify eligible students' basic skill deficiencies to be addressed with instruction.

This purpose was met. All public school grade 2 students addressing the State minimum standards (approximately 56,000) were tested in March,

1982. Test scores were returned to Louisiana by the scoring contractor on computer tape in April, 1982. By May 15, 1982, every second grade teacher had received an individualized skill performance report for each student tested in that teacher's classroom, and every public school system had received skill and total test mean scores for its students. These scores were reported by classroom, building, and school system. The Student Profile was prepared only for the students identified as eligible for compensatory/remedial instruction (6,256 or 11%), and it was aimed specifically at the compensatory/remedial teacher to aid in the preparation and monitoring of compensatory/remedial instruction.

In January, 1983, four public school systems were visited by the author as part of a team monitoring compliance with the State-Funded Compensatory/Remedial Program regulations. Twenty-five compensatory/remedial teachers were interviewed about their use of, and response to, the Student Profile. All but one of the teachers possessed the original Student Profile or a working copy of it for each eligible student they taught. That one teacher left the original Profile with the regular teacher and, instead, used the individual student basic skills reports printed by the BST scoring contractor to identify her students' deficient skills.

Profile 2. Assist local compensatory/remedial program staff to plan and monitor their ongoing compensatory/remedial instruction.

The majority of the compensatory/remedial teachers interviewed are not using the Profile to plan and monitor their compensatory/remedial instruction on a daily basis. Two of the school systems that were monitored possess local curricular materials and instructional systems that overlap closely with the grade 2 minimum standards. These school systems

have keyed their instructional materials to the grade 2 basic skills and use the record keeping devices embedded in their curricular models to aid in planning and monitoring compensatory/remedial instruction. They will transfer information from these records to the Student Profiles at the end of the school year and then submit the Profiles to the Department of Education. Half of the teachers interviewed in the remaining two school systems have transferred information from the Student Profile to the Classroom Profile form, a legal-sized worksheet provided by the Department of Education that displays all of the skills deficiencies for up to 12 students on one sheet of paper. These Classroom Profiles were used by these teachers as the primary organizer for their compensatory/remedial instructional planning and monitoring.

The Student Profile may have been used differently by the summer school teachers from the way it is being used by the regular year teachers. The summer school program was brief (seven weeks), and there was no regular classroom program with which to coordinate compensatory/remedial services. Examination of the skill mastery dates entered on the summer school Student Profiles suggests that during the summer school, teachers assessed and recorded student skill mastery from as often as once a week to as infrequently as once during the entire summer session. There is no way of identifying whether this information was recorded regularly on the Profile or transferred to the Profile at the end of the summer session.

Intended Evaluation Purposes

Purpose 1. Provide data to the Department of Education to measure accurately student mastery of deficient skills.

Approximately 2,500 eligible students received compensatory/remedial summer school instruction between June and August, 1982. A completed Student Profile (Summer School Copy) was submitted for each to the Department of Education for use in the evaluation of this summer school program. These Student Profiles contained teachers' judgments of the students' mastery of their deficient language arts and mathematics skills that had been addressed with instruction during the summer school.

School systems were allowed to develop local criteria for what constituted mastery of a deficient skill. Some systems allowed teachers to make informal judgments of skill mastery on an ongoing basis. Others required teachers to base mastery decisions on students' scores through continual diagnostic test procedures. Still others administered a single criterion-referenced test to all students at the end of the session.

To obtain an independent measure of these students' mastery of deficient skills mastery, the Department of Education administered a test developed for program evaluation purposes to a random sample of these students at the close of the summer school. This test assessed student performance on the same skills as those included in the Grade 2 BST.

Teacher Judgment of Skill Mastery vs. Tested Skill Mastery

The match between teacher judgments of mastery from the Student Profiles was compared with student performance on the evaluation test. Table 1 presents the language arts skill deficiency information for the 235 students who took the language arts test.

TABLE 1: Teacher Judgment of Skill Mastery Compared with Demonstrated Skill Mastery on the Language Arts Test for All Language Arts Deficient Skills Addressed with Instruction, Language Arts Students (N=235)

All Language Arts Deficient Skills Addressed with Summer School Instruction	Not Mastered on Language Arts Test	Mastered on the Language Arts Test	Total
Reported as Not Mastered on the Profile	Cell 1 445	Cell 2 306	751
Reported as Mastered on the Profile	Cell 3 289	Cell 4 783	1,072
TOTAL	734	1,098	1,823

The student profiles submitted for each of these students indicated that a total of 1,823 skills deficiencies in language arts were addressed with remedial instruction during the summer. The teachers provided judgments of mastery of deficient skills on these students' Profiles which, when summed for all 235 students, produced the following totals: 1,072 deficient skills mastered, 751 deficient skills not mastered.

The language arts test yielded independent measures of each student's deficient skill performance, which, when summed, yielded the following totals: 1,089 deficient skills mastered on the test and 734 deficient skills not mastered on the test.

The agreements between teacher judgments and test performance fall in cells 1 and 4. The larger the totals in these cells are, the greater the agreement between judged mastery (Student Profiles) and demonstrated mastery (test). Disagreements fall in cells 2 and 3. Cell 2 entries represent teacher judgments that are more stringent than the test standards; the teacher reported that the student had not mastered a skill, but the student was able to perform the skill well enough to pass it on the test. Cell 3 entries represent the opposite: cases in which the teacher judged that the student had mastered a skill, but the student was not able to perform the skill well enough to show mastery on the test.

The cell entries in Table 1 indicate moderate agreement (67%) between judged mastery and demonstrated mastery (50% agreement would be expected by chance). There were a total of 1,228 agreements and 595 disagreements. In 306 of the 595 disagreements (51%), the student passed a skill on the test that the teacher had judged not mastered. This suggests that neither measure (judgment or test performance) was consistently more stringent.

Table 2 presents the information on skill deficiencies in mathematics for the 155 students who took the mathematics test. Cell entries indicate moderately good agreement between judged mastery and demonstrated mastery. There were a total of 806 agreements (78%) and 225 disagreements (22%). About half of the disagreements (113 of 225) were instances in which the teachers' judgments were more stringent than the test standards.

TABLE 2: Teacher Judgment of Skill Mastery Compared with Demonstrated Skill Mastery on the Mathematics Test for All Mathematics Deficient Skills Addressed with Instruction Mathematics Students (N=155)

All Mathematics Deficient Skills Addressed with Summer School Instruction:	Not Mastered on the Mathematics Test	Mastered on the Mathematics Test	Total
Reported as Not Mastered on the Profile	Cell 1 89	Cell 2 113	202
Reported as Mastered on the Profile	Cell 3 112	Cell 4 717	829
TOTAL	201	830	

In summary, the comparison of test performance with teachers' judgments of skills mastery indicates a positive relationship between teachers' judgments based on a variety of skill mastery criteria and skill mastery measured with the language arts and mathematics evaluation tests.

Purpose 2. Provide data to the Department of Education to measure accurately the nature of compensatory remedial instruction delivered.

The Student Profile is designed to determine which deficient skills are addressed with instruction (checked in column two) and which deficient skills are not addressed with instruction (unchecked in column two). To the extent that the Profile determines this information accurately, it serves this purpose. For example, with the 2,500 summer school students, the analyzed Student Profile data revealed that 96 percent of all deficient skills in both language arts and mathematics were addressed with instruction

during the summer school. The accuracy of these reported figures cannot be substantiated, although there is no reason to doubt their accuracy.

3. Provide data to the Department of Education to accurately measure student participation in the compensatory/remedial program.

This purpose was met with the compensatory/remedial summer school program but will probably not be met with the regular year compensatory/remedial program. The reason for this lies in the design of the Student Profile. The amount of summer school attendance could be accurately estimated because State regulations specified the number and length of daily summer school sessions (35 two-hour sessions) to be provided, and each absence was two hours. The regular year Student Profile also requested that absences be reported for each grading period. The directions were not specific about whether absences were to be reported as hours or days missed; therefore, there is no way of knowing how much compensatory/remedial instruction was received. Thus, this regular year absence data have been difficult to compile.

Summary

The Student Profile is providing useful information to the Department of Education about eligible students' performance on their deficient skills following compensatory/remedial instruction. The success of the Student Profile appears to be due in part to its usefulness in communicating the students' basic skills performance information to the school systems at the outset of their programs, thus helping these systems to meet the Compensatory/Remedial Program regulations.

A revised Grade 2 Student Profile and a new Grade 3 Student Profile are being prepared for use during the 1983-84 school year (grade 3 has been added to the State Basic Skills Test). The major changes planned for the Student Profile are simplification of format and reporting procedures and clarification of information requested from compensatory/remedial teachers.

In one year of operation the Student Profile has become a recognized and accepted part of the State-Funded Compensatory/Remedial Program and its evaluation.